

achievement. This research resulted in specific changes intended to improve the achievement of all children, including a full-day kindergarten program, hiring an additional English language learner teacher, and adding three reading intervention teachers. In addition, more teachers were hired to reduce class sizes in grades K–3.

Another component of the success of all of Mankato's schools is the tremendous support from the community. Last fall, Mankato-area voters approved two referenda: to provide \$6 million to update many existing buildings throughout the district and to provide \$3.5 million over 7 years to update the schools' technology. In 2002, voters approved a \$2.5 million per year operating referendum.

Much of the credit for Kennedy Elementary School's success belongs to its principal, Greg Stoffel, and the dedicated teachers. The students and staff at Kennedy Elementary School understand that, in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where students can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and students at Kennedy Elementary School should be very proud of their accomplishments.

I congratulate Kennedy Elementary School in Mankato for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

RECOGNIZING WASHINGTON ELEMENTARY SCHOOL, MANKATO, MINNESOTA

● Mr. DAYTON. Mr. President, today I honor Washington Elementary School, in Mankato, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

Washington Elementary School is truly a model of educational success. The school is one of 9 elementary schools in Mankato and serves 380 pupils, including a large number of children of diverse backgrounds, and many who settled in Mankato upon arriving from other countries. Thirteen percent of Washington children are English language learners, and 40 percent qualify for free or reduced-price lunches.

The large percentages of English language learners and children from low-income families present a significant challenge to the school; and although Washington Elementary has never failed to make adequate yearly progress relative to the requirements of No Child Left Behind, that success has required a constant focus on academic achievement.

The staff at Washington Elementary consistently strive to make classroom learning more meaningful by finding connections with all other aspects of the children's daily lives. Teachers also

demonstrate their belief that the children can and will succeed; they then take time to celebrate their pupils' successes.

At a monthly celebration assembly, a feature of the continuing focus on acknowledging successes, children are publicly recognized for curricular and noncurricular attainments, which can involve such areas as most improved, citizenship, and academic achievement. At each assembly, every teacher recognizes three pupils, who receive student-of-the-month ribbons. Their names are also posted in the school's front lobby. It is a goal that, by the end of the year, every child will have been recognized for some accomplishment. This recognition builds self-esteem, promotes a sense of individual responsibility, and effectively motivates pupils to work hard academically.

Another component of the success of all of Mankato's schools is the tremendous support from the community. Last fall, Mankato-area voters approved two referenda: to provide \$6 million to update many existing buildings throughout the district, and to provide \$3.5 million over 7 years to update the schools' technology. In 2002, voters approved a \$2.5 million per year operating referendum.

Much of the credit for Washington Elementary School's success belongs to its principal, Judi Brandon, and the dedicated teachers. The students and staff at Washington Elementary School understand that, in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where students can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and students at Washington Elementary School should be very proud of their accomplishments.

I congratulate Washington Elementary School in Mankato for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

RECOGNIZING THE BREN ROAD EDUCATION CENTER, MINNETONKA, MINNESOTA

● Mr. DAYTON. Mr. President, today I honor the Bren Road Education Center, in Minnetonka, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

The Bren Road Education Center is truly a model of educational success. The center serves high school students, who often present the greatest challenges for educators. Those enrolled at Bren Road have been referred by their school districts and come with behavioral problems, unsuccessful social interactions, and, in some cases, neurobiological disorders and developmental delays. Nearly all students have significant special education needs in the areas of emotional and be-

havior functioning. Many have substance abuse and/or mental health illnesses or a history of involvement with the juvenile courts. All the teachers and staff at the Bren Road Education Center approach these tremendous challenges with the assumption that their students will succeed.

The Bren Road Education Center opened its doors in September, 2005, with a true sense of excitement and promise. One observer said, "There was a sense of relief that the students at the Bren Road Education Center would now have a new chance, an opportunity for success, and a bright future!"

The staff at Bren Road consider each student to be unique, and they work tirelessly to build relationships with the students by engaging them respectfully. The philosophy at Bren Road is that these young people have often struggled unsuccessfully in traditional, large high schools, because their particular needs had gone unrecognized. Given the right environment, appropriate support, positive relationships with adults, and opportunities to give and receive respect, they can do well in an academic setting.

Bren Road's individualized instruction in reading, writing, and math prepares students to pass State-level proficiency tests. Experimental learning labs including science, art, and independent living labs afford students hands-on learning and vocational experiences. One student was repeatedly suspended from his regular high school, because he could not control his anger. At Bren Road, however, he has developed his interest in woodworking and takes pride in making Adirondack furniture.

Much of the credit for the Bren Road Education Center's success belongs to its supervisor, Jan Joslin, and the dedicated teachers and staff. The students and staff at the Bren Road Education Center understand that, in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where students can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and students at the Bren Road Education Center should be very proud of their accomplishments.

I congratulate the Bren Road Education Center in Minnetonka for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

RECOGNIZING THE EDEN PRAIRIE SCHOOL DISTRICT, EDEN PRAIRIE, MINNESOTA

● Mr. DAYTON. Mr. President, today I honor the Eden Prairie School District, in Eden Prairie, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

The Eden Prairie School District is truly a model of educational success.